

House Bill 5

and the Post-Secondary
connection

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Why be cautious of media reports on House Bill 5?

- TEA has not officially released the SBOE decisions on diploma plans.
- This information is expected sometime next week.
- April 2014 – SBOE adopts new rules



Clearly communicated information



Who We Are: We are a nonprofit service organization devoted to supporting educators and school personnel in their efforts to increase student achievement.

What We Do: We provide cost-effective *professional development* opportunities, *expert assistance*, *direct services* and *alternative certifications* to educators and school personnel.

[Read more about ESC Region 12>>](#)

News & Announcements



Texas Educators Continue to Find ESCs an Invaluable Cost-Saving Solution

Posted on 01/27/2014

According to third-party survey results, educators across Texas continue to find services provided by the 20 ESCs invaluable, and school

Featured Events

FEB
26

Explicit Instruction Workshop
9:00AM - 3:00PM

APR
18

Spring Holiday
All Day

APR
21

Spring Holiday
All Day

[More Events >](#)



Online Registration

- **Customer Login**
- Register
- Certificates
- Search Catalog
- Catalog Subscription
- Online Courses
- Registration FAQs

Quick Links

- [House Bill 5 Resources](#)
- [Alternative Certification](#)
- [Co-operatives & SSAs](#)
- [Focus on Education](#)
- [Required Postings](#)
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- [Vendor Information](#)
- [Board Policies](#)
- [Title IX Policy](#)
- [Instructional Materials Adoption](#)
- [Focus on Voting](#)

The structure and intent

- Accountability, Assessment and Graduation Plans
- The goals:
 - the development of a more diverse workforce
 - sending students to the postsecondary level more prepared for success
- The understanding is that each student's path to the workforce is unique

Two considerations for higher education

Assessment

- Only 5 End of Course exams
- Combined English exams
- Other exams can replace the EOC requirements – i.e. SAT and ACT
- Algebra II and English III to be “postsecondary readiness assessment instruments” but they don’t currently exist
- EOC scores may be considered as one of the entrance criteria for higher education (prohibited from being only criteria)

Accountability

- Student scores (Index 1)
- Student improvement (Index 2)
- Closing the achievement gaps specific to each district (Index 3)
- Graduation rate and diploma type (Index 4)
- Self-evaluation by districts on other areas connected to community engagement

Graduation requirements

- Foundation requirements
- Endorsements (4 Math, 4 Sci, Endorsement curriculum requirements, two elective credits)
 - **STEM**
 - **Business and Industry**
 - **Public services**
 - **Arts and Humanities**
 - **Multidisciplinary**
- Distinguished (4 Math including Algebra II, 4 Science and Endorsement)
- Performance Acknowledgements



Foundation = 22 credits

Basics – 17 credits

- 4 credits ELA/R
- 3 credits of Math
- 3 credits of Science
- 3 credits of Social Studies
- 1 credit of PE
- 1 credit of Fine Arts
- 2 credits of LOTE

Electives – 5 credits

- Core subject areas credits and LOTE not used for core requirements
- Fine Arts/Health/PE
- CTE, Technology Applications, and Career Development

Speech course

- No longer a required separate state credit
- Districts may opt to add it to their diploma requirements
- Standards are to be taught within English/Language Arts courses
- This was noted to be a “soft skill” from those in the workforce so districts and higher education will need to consider it’s removal from diploma requirements.

Performance Acknowledgements

- ❖ Dual credit - 12 hours of college academic courses with 3.0 GPA or better
- ❖ Associate's degree while in high school
- ❖ Score of 3+ on a College Board AP examination
- ❖ Score of 4+ on an International Baccalaureate
- ❖ PSAT, SAT, ACT-PLAN, ACT
 - ❖ PSAT = commended scholar or higher
 - ❖ ACT-PLAN = college readiness in minimum two of four subject areas
 - ❖ SAT = combined reading and math score of 1250+
 - ❖ ACT = composite score of 28 (excluding writing)

Performance Acknowledgements

- ❖ Bilingualism/Biliteracy – ELA/R average of 80+ and one of:
 - 3 LOTE credits same language with GPA of 80+
 - Proficiency in TEKS for Level IV LOTE with GPA of 80+
 - 3 credits of LOTE with GPA of 80+
 - Proficiency shown through:
 - 3+ on AP exam in LOTE
 - 4+ on IB exam in LOTE
 - National assessment of Intermediate High

The “locally developed” courses

(g-1) A district may also offer a course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate, that is approved by the board of trustees for credit without obtaining State Board of Education approval if:

(1) the district develops a program under which the district partners with a public or private institution of higher education and local business, labor, and community leaders to develop and provide the courses; and

So school districts need the help of higher ed and local businesses!

Parameters to follow

- ❖ “...students entering Grade 9 in the 2014-15 school year and thereafter...”
- ❖ Endorsements, distinguished level and performance acknowledgements to be on students’ transcript and diploma
- ❖ Students can move to a Foundation only diploma after their sophomore year with:
 - ❖ Parent advisement
 - ❖ Parent signed permission

The challenges

For high schools

- Being able to offer more than one Endorsement (cost, staffing, certification)
- Counseling students (with their parents) every year and adjusting graduation plans
- Maintaining a plan for the unique needs of every child
- Creating the developmental courses with higher ed
- Remaining versed on higher educational offerings/ requirements

For higher education

- Creating entrance requirements that balance the variety of diplomas with all the possibilities of Endorsements
- Creating entrance requirements that balance two types of diplomas for next four years
- Helping high schools build the developmental courses

Other instructional pieces in HB5

- Partnerships on Math and ELA/R college prep courses with institutes of higher education that students take while still in high school
- Accelerated instruction = remediation when students do not pass EOCs
- More CTE courses to apply to 4th Math
- Personal Graduation Plans for incoming freshmen if they fail STAAR in middle school
- A chance to scaffold courses up to some of the AP/IB/Dual credit courses

Considerations for institutes of higher education

- How will a Foundation diploma be received if earned by current seniors?
- How will HB5 diploma be received when in a mixed batches with HB3 (MHSP, RHSP and DAP) diplomas?
- What will their expectations be when it comes to the types of Endorsements for entrance requirements?
- How will they help their high schools develop the “locally developed course”?

Considerations for business and workplaces

- How will they help their local high school develop courses to prepare them for local industry?
- How will they balance legal boundaries (i.e. OSHA regulations) for high school student internships/employment with legal requirements placed on high school?
- What can they do to support and grow high school programs?
- What skills and learning would they like to see in CTE and other courses?

Questions?

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